



## Selecting a Topic for Writing | English Language Arts Strategies for Students with Significant Cognitive Disabilities

### What is the video about?

In this self-contained lower elementary classroom, a teacher has chosen the topic of the circus for students to write about in preparation for an upcoming classroom community outing. The class has exchanged ideas about what they might see at the circus and now the students will select one of these ideas to write about. The teacher provides graphic symbols as visual supports for the students to use when selecting their topics. One boy is seen using his comprehensive communication system to interact with another adult while the teacher goes around to each of the other students. The video demonstrates effective strategies for engaging students with significant cognitive disabilities in literacy instruction.

### What is the primary area of ELA instruction addressed in this video?

Speaking and Listening

### What others areas of ELA instruction that are also addressed in this video?

Writing

### Does the video include a student who uses AAC?

Yes

### Does the video include any examples of an adult modeling the use of AAC?

No

### Which best describes the context for the instruction?

Self-contained Setting

# Iowa Comprehensive Literacy Modules



**The video includes one or more students with significant cognitive disabilities. What other student characteristics are obvious in the video?**

Communication Impairments

**What are the primary Essential Elements that are linked to the video?**

EE.W.K.3 With guidance and support, select an event and use drawing, dictating, or writing and share information about it.

**What additional Essential Elements can be linked to the video?**

EE.SL.K.1.a Participate in conversations with others. Communicate directly with supportive adults or peers.

**What other grade level Essential Elements can this teaching strategy be used?**

- EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.
- EE.W.K.3 With guidance and support, select an event and use drawing, dictating, or writing and share information about it.
- EE.W.1.1 Select a familiar book and use drawing, dictating, or writing to state an opinion about it.
- EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.
- EE.W.1.3 Select an event and use drawing, dictating, or writing to share information about it.
- EE.W.2.1 Select a book and write, draw, or dictate to state an opinion about it.
- EE.W.2.2 Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.
- EE.W.2.3 Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.
- EE.W.3.2.a Write to share information supported by details. Select a topic and write about it including one fact or detail.
- EE.W.4.2.a Write to share information supported by details. Select a topic and write about it including related visual, tactual, or multimedia information as appropriate.



**What Dynamic Learning Maps (DLM) professional development module(s) can be linked to this video to learn more about the instruction?**

- Emergent Writing
- Writing: Text Types and Purposes
- Writing Information and Explanation Texts

**What other resources can be linked to the video to learn more about the instruction?**

State of Iowa's Early literacy alternate assessment scale 5